DOCUMENT RESUME

ED 035 046 CG 004 844

AUTHOR Sharp, W. Harry; Marra, Herbert A.
TITLE Factors Related to Classification of Client Problem and Number of Counseling Sessions for Clients at the University of Wyoming, Division of Counseling and Testing 1967-1968.
INSTITUTION Wyoming Univ., Laramie.
PUB DATE May 69
NOTE 9p.

EDRS PRICE EDRS Price MF-$0.25 HC-$0.55
DESCRIPTORS *College Students, Counselor Client Ratio, *Counselor Evaluation, Educational Diagnosis, Educational Research, Individual Characteristics, *Personality Problems, *Student Characteristics, Student Personnel Services, Student Research, Students

ABSTRACT

The purpose of this study was: (1) to determine whether clients seen at the Division of Counseling and Testing were representative of the total student population, and (2) to study the relationship between client descriptive variables, classification of client problem areas, and number of counseling sessions within the group seen at the Division of Counseling and Testing only. The sources of data were: (1) record form filled out by each client when he comes to see a counselor, (2) American College Testing Programs (ACT) test results, required of all freshmen, and (3) diagnostic classifications made by each counselor concerning the client's main problem. Results showed that the client sample differed from the student population significantly only in terms of age. The second aspect of the study showed that for the variables including college, ACT composite score, campus resident, and sex; no difference was detected between either classification or number of interviews. Age, class, marital status, and sex produced significant relationships between either classification or number of interviews. (KJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED035046

Factors Related to Classification of Client Problem and Number of Counseling Sessions for Clients at the University of Wyoming Division of Counseling and Testing 1967-1968

W. Harry Sharp and Herbert A. Marra
University of Wyoming

May, 1969

CG004844

Statement of the Problem

The purpose of this investigation was twofold: (1) to determine if clients seen at the Division of Counseling and Testing were representative of the total student population; and (2) to study the relationship between client descriptive variables, classification of client problem areas, and number of counseling sessions, within the group seen at the Division of Counseling and Testing only.

Methods and Procedures

The experimental design consisted of a post facto analysis of the data gathered from the Client Individual Record Form, ACT test scores, and counselor ratings. The sample consisted of 594 clients seen at the Division of Counseling and Testing from July 1, 1967 to June 30, 1968.

Each client seen by a counselor is requested to fill out an "Individual Record Form." This form contains questions concerning age, marital status, class, referral source, and other descriptive information. This information was then transferred to data collection cards and later transferred to IBM cards for sorting purposes.

All entering freshmen at the University are required to take the ACT test. This requirement became effective in September of 1967; hence, ACT test results were not available for many upper classmen in the sample. This limited the present sample of clients whose ACT scores were available to 186. On other variables studied, the group sizes varied due to incomplete information, but the majority of sample sizes ranged from 450 to 550.

A diagnostic classification was made by the clients' counselor concerning the primary problem--goal and underlying cause. This classification was based upon the system developed by R. A. Apostal and J. G. Miller (1959).

The Apostal-Miller diagnostic classification system is an adaptation of a two-dimensional system developed by Annabel Berezin (1957). This system has been used widely to classify types of problems presented by clients.

The diagnostic system developed by Apostal and Miller is two dimensional including problem-goal and cause. The problem-goal refers to the content of the problem for which the client desires assistance. The cause refers to the underlying factors responsible for the problem. The three problem-goals are vocational, emotional, and educational. The five causal factors are: lack of information or understanding about self; lack of information or understanding about environment; conflict with self; conflict with significant others; and lack of skills. Thus, fifteen separate diagnostic categories are possible using the Apostal-Miller system.

All information including client descriptive variables, ACT scores where available, and classification, in addition to number of interviews, were eventually transferred to IBM cards for sorting. Because the data were non-parametric, multiple chi-square analyses were used comparing clients with the total student population on various descriptive variables, and in comparing client descriptive variables with the counseling variables of number of interviews and classification.

Results and Discussion

The first question in the study was to determine if clients seen at the Division of Counseling and Testing were representative of the total student population. This question was answered by comparing clients with the student population on the variables of sex, marital status, class standing, age, residence, and college. The results in terms of chi-square values resulted in only one significant difference--age.

In relation to the first aspect of the study, the client sample differed significantly from the student population only in terms of age. A closer inspection of the age variable revealed that more younger clients used the services than expected by chance. However, the five other variables did not significantly differentiate the client group from the total student population which leads to the conclusion, that for the most part, clients who used the services at the Division of Counseling and Testing were a fairly representative cross-section of the student body.

The second aspect of the study was designed to investigate the relationship between client variables, client classification by counselor, and number of interviews. This question was answered by comparing both classification and number of interviews to the following client variables: age, class, college, marital status, ACT composite score, campus residence, and sex. For the variables of college, ACT composite score, and residence, no difference was detected between either classification or number of interviews. On the other hand, age, class, marital status, and sex, produced significant relationships between either classification or number of interviews. (all $p<.01$ to $p<.001$). These are summarized in the following modal patterns:

Pattern 1. The modal client who has five interviews or more, tends to be female, married with children or expecting, a junior, senior, or graduate student, and who is between 20-22 years old with problems classified as emotional.

Pattern 2. The modal client who has less than 3 interviews, tends to be male, unmarried, a freshman, and between 18-19 years of age, whose problem-goal area is classified as vocational or educational.

Pattern 3. The modal client with problems classified as vocational tends to be male, a freshman or sophomore, between 18-19 years of age, and married.

Pattern 4. The modal client with problems classified as emotional tends to be female, engaged, between 20-22 years of age, and a junior, senior, or graduate student.

Pattern 5. The modal client with problems classified as educational tends to be male, a freshman or sophomore, engaged, and between 18-19 years of age.

What could be considered a third aspect of the study was to compare the problem-goal areas (i.e., vocational, emotional, and educational) over a number of years and inspect whether any trends are occurring in the client problem areas--particularly the emotional problem-goal area. This part of the study was facilitated by a seven year trend study by Duguid (1968). Duguid detected a significant trend from 1960 to 1967 where the number of problems classified as emotional increased steadily for clients seen at the Division of Counseling and Testing at the University of Wyoming. This trend is particularly strong since 1965 where the number of classified emotional problems has increased significantly. In combining Duguid's data with data from the present study the approximate percentages of problems classified as emotional between the years of 1965-1968 are as follows:

1965-1966 - 33%
1966-1967 - 40%
1967-1968 - 45%

This significant trend in the increase of emotional problem-goals in clients seen at the Division of Counseling and Testing suggests one or more changes may be occurring on college campuses.

1. The image of counseling centers is changing and appearing to the students as a mental hygiene clinic.

2. Training of counselors is receiving a more clinical emphasis where counselors are seeing more emotionality.
3. The population of students on campuses is becoming increasingly a less emotionally stable group.
4. The pressures, demands, and/or stresses placed on students may be becoming more threatening to student emotional stability.

All four of these suggestions appear plausible and further research is encouraged for investigating the relationships between counseling centers and college campuses.

TABLE I

Summary of Chi-Square
Analysis of Client Descriptive
Variables vs. Student Population
Descriptive Variables

	X^2	P<
Sex CC x Sex SP	2.88	.10
Marital Status x MS SP	.004	---
Class CC x Class SP	7.10	.20
Age CC x Age SP	13.55	.01
Residence CC x Res. SP	1.08	.30
College CC x College SP	7.21	.50

TABLE II

Summary of Chi-Square
Analysis of Descriptive Vs.
Counseling Variables Within Client
Sample Only

	X^2	P<
Age x No. of Interviews	37.60	.001
Age x Classification	9.35	.20
Class x No. of Interviews	51.24	.001
Class x Classification	31.01	.001
College x No. of Interviews	18.41	.50
College x Classification	12.06	.30
Marital St. x No. of Int.	30.30	.01
Marital St. x Classification	33.18	.001
ACT x No. of Interviews	14.87	.30
ACT x Classification	6.40	.50
Residence x No. of Int.	10.79	.30
Residence x Classification	4.05	.20
Sex x No. of Interviews	33.09	.001
Sex x Classification	23.5	.001

REFERENCES

Apostal, R. A. and Miller, J. C. A manual for use of a set of diagnostic categories. University Testing and Counseling Service Report No. 21, University of Missouri, May, 1959 (Mimeographed).

Berezin, Annabel Glasgow. The development and use of a system of diagnostic categories in counseling. Unpublished doctoral dissertation, University of Missouri, 1957.

Duguid, Joyce Gay. Trends in Types of Problems Presented to the University of Wyoming, Division of Counseling and Testing, 1960-1967. Unpublished master's thesis, University of Wyoming, 1968.